Sixth Form

Curriculum Guide

2019

LEARNING FOR LIFE

Wellington SCHOOL

Introduction

The carefully designed Sixth Form curriculum at Wellington School allows each student to follow their own interests whilst maximising their chance of gaining entry to their chosen university and ensuring that each student receives a broad and balanced education.

This booklet explains the opportunities open to students together with a brief synopsis of each A Level subject offered.

Supplementary sections detail the extra enrichment courses available as well as giving some basic information on careers and university entrance.

Holly Barker

Dr Holly Barker
Academic Deputy Head

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Wellington School Sixth Form

The Sixth Form at Wellington offers excellent A Level results and good preparation for entry to Higher Education.

Class sizes are small, with a typical maximum of 15 students, and an average of less than 10. Students have much more freedom, with a dress code rather than a uniform and different relationships with their teachers, although students are carefully monitored by tutors and teachers to ensure that they are progressing well.

Sixth Form students have many opportunities for taking on responsibility and developing leadership skills through the house system and through their co-curricular activities. Sports, Music, Drama, CCF and Duke of Edinburgh all flourish at Wellington and students have ample opportunity to represent the school.

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Year 11 to Sixth Form Transition
(For Internal Pupils)

- The important transition from Year 11 to Sixth Form begins with the Sixth Form Open Evening on Tuesday, 16th October, which gives students a flavour of Sixth Form life as well as informing them about A Level courses. Pupils are issued with their draft A Level choices forms on this evening.

- The first Year 11 Parents' Evening will be held on Wednesday, November 21st 2018.

- House staff provide one-to-one support and advice to assist pupils to complete their draft A Level choices forms, which will need to be returned by Friday 7th December.

- Following the GCSE Rehearsal Examinations in January, House staff will conduct a more formal interview with students. All pupils will also be offered a one-to-one interview with a member of the Senior Leadership Team to help guide them in making these important decisions.

- The second Year 11 Parents' Meeting will be held on Thursday 7th February 2019.

- The final A Level choices form should be returned before Friday 15th March.

- The school will make every effort to accommodate the choices of students who return the form at this stage, although in a few cases restrictions in the school timetable may mean that certain combinations of subjects are not possible.

- If very small numbers choose a course, the school does not guarantee that it will be able to run the course. The school cannot guarantee that students who return the form late or who request changes to their choices at a later date will be accommodated.

- The Deputy Head Academic monitors the subject choices of all who enter the Sixth Form and is also available for consultation if required.

Please note that one term's notice is required if students are leaving Wellington School at the end of Year 11.

External Pupils – please refer to the Registrar for confirmation of timings – admissions@wellington-school.org.uk

Duke's Study Centre

The Sixth Form Study Centre

The Sixth Form Curriculum

Introduction

September 2015 saw the start of a once-in-a-generation change to the A Level curriculum in the UK. These reforms are consistent with the academic approach of Wellington School, with an emphasis on traditional, rigorous teaching, and the opportunity for students to stretch themselves in three demanding A Level courses. All of the A Levels offered at Wellington have now been reformed.

Prior to 2015 all A Levels were modular, in the sense that the whole A Level course was compartmentalised into a set of separate modules, each examined separately. Students could resit examinations if necessary, and the Advanced Subsidiary (AS) Level award comprised the first half of the full A Level. In this former system most Wellington students took four subjects to AS Level, with examinations at the end of the Lower Sixth year, and then continued their study of three of these subjects to full A Level, examined at the end of the Upper Sixth year.

However, in the new system the AS Level no longer forms the first half of a full A Level award, and is an entirely separate qualification. This new AS Level is now called a "standalone AS Level". As part of the same reforms, A Levels are now fully linear: the examinations for A Level can only be sat at the end of the Upper Sixth year, and the examinations can only be sat once. In addition, most A Level courses have become more demanding, and, in particular, to achieve the highest grades is now more challenging. Such a system will be familiar to many parents, because this was the Sixth Form curriculum that existed in the UK before AS Levels were originally introduced in 2000.

The intention of the reforms is to encourage students to focus their efforts on three subjects, taken to full A Level. Universities have made it clear that they will prioritise the highest possible grades in the three A Levels when considering the offers that they make for places on university courses. Alongside this, the standalone AS Level has become less important: universities are very unlikely to consider a standalone AS Level award in making offers. For this reason we are advising students to study 3 full A Level courses.

In addition to their three A Level courses, students in the Lower Sixth year at Wellington School will follow a 'circus' of enrichment courses that has been carefully designed to complement and support their main subjects. Part of this enrichment programme will include the opportunity to undertake an Extended Project: this is an independent piece of research into an area of academic interest for a student. The Extended Project is very highly regarded by universities, and many students will be able to effectively broaden their academic programme by taking an Extended Project alongside their three A Levels. Further details of the Extended Project are provided in this guidance.

How Should a Student Choose their Three A Level Courses?

Tutors and teaching staff at Wellington School will provide close advice for students in choosing their A Level subjects. We advise that students consider the following points in making their choice:

1. ***Possible future career plans***
   It is essential at A Level that students have chosen subjects that meet the requirements of future university study, or their future career. The Russell Group of universities, comprising some twenty of the most academic universities in the UK, have published extremely helpful advice on the A Levels required to study particular courses at university. This advice is published in their report "Informed Choices": http://www.russellgroup.ac.uk/informed-choices/. We believe that this is the best and most accurate resource for students. In addition, the report explains the concept of "facilitating subjects", and this is important for students to consider if they wish to apply to more selective universities.

2. ***Subjects that students enjoy***
   It is important that students think about taking subjects that they have particularly enjoyed in the past. Each A Level subject requires in-depth study, and receives a great deal of classroom time in our school timetable. Therefore if a student enjoys the subject then they will be more highly motivated to work hard in it. In addition, we expect students to undertake detailed independent study for their A Levels, and the self-motivation required for this will come more easily if students enjoy the subject.

3. ***Subjects in which students are academically strong***
   A Level study is significantly more demanding than GCSE, and if a student starts an A Level course with a low GCSE result, if is extremely unlikely that the student will achieve a high A Level grade. We advise that for most subjects a grade 6 at GCSE is a suitable starting point for A Level study in a subject. Some subjects, however, are more demanding, and at least a grade 7 at GCSE may be needed. In light of this, it is important that students have discussed the feasibility of taking each of their proposed A Level subjects with their subject teachers.

Should a Student Take a Fourth Subject?

The priority for all students in the Sixth Form must be their three A Level courses. Therefore, we believe that the majority of students should not take a fourth subject.

However, there are two possible scenarios in which a student may wish to consider taking a fourth subject in the Sixth Form:

1. The student is extremely able and can genuinely cope with the academic demands of four subjects, targeting top grades in all of these subjects. Such a student is likely to be on-track for grades 9 - 7 across all subjects at GCSE.
2. There are a small number of university courses where breadth extending across four subjects may be beneficial for a student: for example, Architecture at university has traditionally required a broad set of A Level subjects.

In the light of these scenarios, if a student wishes to study 4 A Levels at Wellington School then we would expect them to achieve eight or more 9 - 7 grades at GCSE. Our experience in the past is that this grade profile may then allow students to aim for top grades across all of their A Level courses.

Please note that Further Mathematics can be taken alongside Mathematics as one of the three subjects chosen. Further Mathematics offers an additional A Level qualification, at a more advanced level than Mathematics, and is open to very capable students of Mathematics. Any students interested in Further Mathematics should discuss this with our Head of Mathematics, in the first instance.

A Level Subjects Offered

Art and Design
Business
Classical Civilisation
Drama and Theatre Studies
English Literature
Further Mathematics
German
History
Mathematics
Physics
Religious Studies, Ethics and Philosophy
Biology
Chemistry
Design and Technology
Economics
French
Geography
Greek
Latin
Music
Psychology
Spanish

In addition to our range of A Level courses, we also offer a BTEC Level 3 National Diploma in Sport. This should normally be studied alongside one A Level course.

Subjects at Wellington School will require a minimum number of students in order to make it financially viable to run the subject. In the event that projected student numbers are too low to run a course, we will inform students and parents and discuss possible alternative courses with the students. We initially offer students a free choice of A Level subjects and then work to construct the school timetable around these individual choices. Occasionally timetabling constraints mean that a particular combination of subjects may not be possible. Again, in this case we will discuss alternative courses with the students.

Lower Sixth Year Enrichment Courses

Alongside chosen A Level subjects in students' timetables, those students studying for three A Levels will also take a compulsory course on aspects of study and research skills (Academic Enrichment). The skills developed throughout the course are listed below:

- Academic and research ethics
- Thinking skills
- Developing the structure of arguments
- Dealing with counter-arguments
- Basic research techniques
- Citation, referencing, and creating a bibliography
- Developing a research proposal and defining research objectives
- Developing research questions and a hypothesis
- Keeping a research journal
- Conducting a research review
- Collecting and assessing source materials.

The overriding aim of the course is to equip students with skills in critical thinking and a deeper perspective on contemporary global issues; many of which may serve in an inter-disciplinary capacity supporting learning in students' chosen A Levels. In addition, students will be provided the opportunity to pursue appropriate qualifications associated with their skills development, such as the Extended Project Qualification (EPQ).

Alongside this specific academic enrichment, Lower Sixth students will also study a compulsory set of broader enrichment courses, which serve to provide important preparation for the future.

These courses are covered under the umbrella title 'Future Steps', and provide important advice as well as adding breadth and balance to the curriculum. The programme, which runs on a carousel, includes:

- Information Technology
- Interview practice
- University Entrance Procedures
- Careers
- Writing a CV

Entry into the Sixth Form

Although we consider each individual student on merit, entry to the Sixth Form is not automatic.

- Students should usually have gained at least three grade 6s and, in addition, three grade 4/5 at GCSE level.

Students who join the Sixth Form from different educational systems will be expected to reach the same standard. In the subject to be taken at A Level, a grade 6 or above is normally expected and some subjects are more demanding than this. We believe that these entry criteria are important to allow students to succeed in their A Level subjects.

Monitoring of Academic Progress in the Sixth Form

Academic progress throughout the Sixth Form is monitored through a Tutor system, and the progress is overseen by the Deputy Head Academic. Tutors advise students on matters such as study skills as well as helping with application to university. Regular A Level forecast grades, together with an indication of approach to class and homework, provide rapid feedback to students. These are complemented by regular end of term reports.

The Extended Project Qualification (EPQ)

This qualification allows a student to choose a topic of interest and undertake an in-depth study. **The qualification is equivalent to half of an A Level.**

The student identifies an objective for the study, in the form of a question, produces a plan, conducts research, documents their progress, completes the project and then presents the results to an audience. The project is assessed internally then moderated by the examination board.

Each student will have the opportunity to be assigned a tutor who helps him or her to develop the necessary skills and who monitors progress through the project. For most students in the Lower Sixth (those who study no more than three A levels), the assigned tutor will be their Academic Enrichment teacher, who is responsible for the delivery of the taught aspect of the qualification. Alongside being introduced to the technical requirements and methods of assessment, students will be given academic support in critical thinking skills, ethical frameworks, research techniques, avoiding plagiarism and how to provide academic references and footnotes. As the project develops the tutor will help to manage progress during timetabled tutorials and other meetings. The skills developed through the course and in tackling the EPQ will be useful in higher education and **many universities make favourable offers to students on its completion and final grade (e.g. a standard university offer of AAB may be lowered to ABB or less alongside an A* or A grade EPQ)**.

While many students choose a project title that it is in the same subject area as their intended university degree, the scope for a title is very broad indeed, and it is increasingly the case that students choose a topic in line with their individual curiosities and interests. The specification is offered by the Edexcel examination board and the projects fall into one of four categories. The table below summarises the categories and offers some example project titles.

Category	Word count (approx.)	Form of objective/Sample title
P301 Dissertation	6 000	Research question/ Why does the NHS struggle to deal with MRSA?
P302 Investigation/Field study	5 000	Research question/hypothesis How do supermarkets gain competitive advantage? A case study of Tesco and Sainsburys.
P303 Performance	3 000	Response to a commission or question/ How can we make classical texts popular to new audiences?
P304 Artefact	3 000	Response to a design brief/ Make illustrations for classical texts to support the development of new audiences.

- The main difference between a dissertation and an investigation is that the investigation will involve the collection of data through experiment or survey.
- A performance EPQ may involve collaborative work in which a student focuses on an aspect of the process e.g. characterisation, commercial value.
- An artefact EPQ will mainly focus on how the piece has been conceived and evolves, accompanied by research and experimentation. The documentation and discussion of the process is crucial to the success of the project.
- To succeed you will need to be well-motivated and complete much of the work on your own.

Subject Synopses

Art Craft & Design & Photography

EDEXCEL A Level (9AD01/02; 9PY01/02)

COURSE OUTLINE

A Level Art, Craft and Design is structured to engage students both intellectually and creatively. The students are given the confidence to be open-minded and follow many diverse lines of personal enquiry allowing them to develop high levels of self-motivation through the fostering of independent working practice. Successful students will be able to demonstrate an understanding of Art, Craft and Design from a diverse range of contexts, both contemporary and historic and from a range of different cultures.

Students will be able to produce practical work that embraces a variety of contexts, from the academic through to the ephemeral and experimental. Students are encouraged to be open to new means and ways of working and there is a strong emphasis placed upon exploration, and experimentation. This is then rigorously documented within their artistic journals.

Students work on one coursework unit per year, followed by a timed examination or externally set assignment, which follows a similar format to the coursework unit. Students may choose to focus upon one Art Craft or Design discipline, but our ethos is to enable students to develop skills and confidence in several media and in both two and three dimensions.

The coursework is divided into two components.

Component 1, personal Investigation, carries 60% of the final mark.
Component 2, the Externally Set Assignment, carries 40% of the final mark.
After a period of preparation, a fifteen-hour timed assignment takes place. Component 1 also has a personal study assessed component. The Personal Study element requires students to produce a study of an artist/designer/craftsperson in the context of their own area of research and interest. The way this study is presented is appropriate to the individual student and the nature of the study, but must be no less than 1000 words.

With structured guidance from teachers A Level Art Craft & Design presents an opportunity for students to produce highly personal creative work and to pursue individual interests. It is vital that our students are able to work independently and as part of a group, as well as being well motivated and enthusiastic about Art in all its guises. This is a particularly appropriate subject for students who are interested in a career in the many disciplines of Art and Design, Visual and Performing Arts, Architecture and the Media, whilst many students choose it in order to keeping their options open. Advice regarding applications to Art and Design Foundation and related degree courses is given to students, as is help with the preparation of portfolios for the interview process. Further information is available at www.edexcel.com/artanddesign

Biology

AQA Biology Specification (code 7402)

It is hoped that during the two years of studying A Level Biology, students will acquire essential knowledge and develop a firm understanding of the main concepts of the subject.

Furthermore, they will learn to use this expertise in new and challenging situations. This is, of course, dependent on a sound understanding of scientific methodology alongside an awareness of the advances in technology that are relevant to biology. It is obvious from a cursory examination of the news media that biology is valued by, and useful for, society and the course aims to emphasise this. In addition, the course aims to sustain and develop students' enjoyment of and interest in the natural world.

- **Subject content outline**

Level	Topic	Brief details
First year of A-level	1. Biological molecules	• Monomers and Polymers • Carbohydrates • Lipids • Proteins and Enzymes • Nucleic Acids • ATP • Water and Ions
	2. Cells	• Cell structure • Methods of studying cells • Cell division • Transport into and out of cells • The Immune system
	3. Organisms exchange substances with their environment	• Surface area to volume ratio • Gas exchange • Digestion and absorption • Mass transport in plants and animals
	4. Genetic information, variation and relationships between organisms	• DNA, genes and chromosomes • Protein synthesis • Genetic diversity • Adaptation • Species and taxonomy • Biodiversity
Second year of A-level	5. Energy transfers in and between organisms	• Photosynthesis • Respiration • Energy and ecosystems • Nutrient cycles
	6. Organisms respond to changes in their internal and external environments	• Internal and external stimuli • Nervous coordination • Skeletal muscle control • Homeostasis
	7. Genetics, populations, evolution and ecosystems	• Inheritance • Populations • Evolution and speciation • Studying populations and ecosystems
	8. The control of gene expression	• Mutations and changes to DNA • Gene expression • Using genome projects • Gene technologies

- **How will the topics be assessed?**

As we follow the linear structure at Wellington School, all assessments will take place at the end of the second year of study.

The assessment structure will be as follows:

Paper 1 **What's assessed** • Any content from topics 1–4, including relevant practical skills **Assessment** • Written exam: 2 hours • 91 marks • 35% of A-level **Questions** • 76 marks: a mixture of short and long answer questions **15 marks: extended response questions**
Paper 2 **What's assessed** • Any content from topics 5–8, including relevant practical skills **Assessment** • Written exam: 2 hours • 91 marks • 35% of A-level **Questions** • 76 marks: a mixture of short and long answer questions **15 marks: comprehension question**
Paper 3 **What's assessed** • Any content from topics 1–8, including relevant practical skills **Assessment** • Written exam: 2 hours • 78 marks • 30% of A-level **Questions** • 38 marks: structured questions, including practical techniques • 15 marks: critical analysis of given experimental data **25 marks: one essay from a choice of two titles**
For A level these three papers will all be sat at the end of Year 13.

Practical work:

There will be no internal assessment that leads to marks that contribute towards A Level grades – this means there is no controlled assessment or practical exams. Instead, practical work will be assessed in the written papers. 15% of the total A-Level marks will be for practical knowledge and understanding. A separate 'endorsement' of practical work will be assessed by class teachers and will not be graded. If students pass, it will be reported on their exam certificate.

There are ample opportunities for practical work throughout the course and this will be embedded in lessons whenever possible.

Mathematical requirements:

10% of the total A-level marks require the use of higher tier GCSE mathematical skills and as such a good grade in Mathematics GCSE is essential.

Trips:

Sixth form Biology students will have the opportunity to attend a gene manipulation workshop in Bristol, Biology lectures in London and all are expected to attend a four day residential field trip to Slapton, Devon at the start of Year 13. The approximate cost of this trip is currently £260.

Additional Information:

Most sets have two teachers who share the class.

Biology is a demanding, but rewarding A level choice. The level of factual recall and application of knowledge and understanding is very high and as such you will only be comfortable with the requirements of the course if you achieved an A grade (or equivalent) or higher at GCSE. A good pass in GCSE Chemistry is also required. A Level Biology is an excellent foundation for university courses such as Medicine, Veterinary Medicine, Dentistry, Nursing, Midwifery, Psychology, Physiotherapy, Biological Sciences, Biochemistry, Environmental Science…. and many more.

Business

Edexcel Examinations Board

'How can firms exploit new market opportunities at home and abroad?'

What role do managers have in motivating their staff?

How can firms maintain their profit levels in the face of difficult trading conditions?

How far should firms go towards meeting responsibilities to society as well as their owners?

These are some of the typical questions for Business students on what is essentially a course about decision-making and risk. A good level of numeracy is required to appreciate quantitative methods of analysing data, as is a flair for problem solving. This course provides comprehensive coverage of all aspects of business organisation and the economic, social, legal and technical environment in which they operate. As such it is a useful foundation for degree courses in business management, international business and economics and law.

Themes	Content	Assessment
1. Marketing & People	Students will develop an understanding of: • meeting customer needs • the market • marketing mix and strategy • managing people • entrepreneurs and leaders.	Assessed within Paper 1 (along with Theme 4) and Paper 3 (all themes)
2. Managing business activities	Students will develop an understanding of: • raising finance • financial planning • managing finance • resource management • external influences	Assessed within Paper 2 (along with Theme 3) and Paper 3 (all themes)
3. Business decisions and strategy	This theme develops the concepts introduced in Theme 2. Students will develop an understanding of: • business objectives and strategy • business growth • decision-making techniques • influences on business decisions • assessing competitiveness • managing change.	Assessed within Paper 2 (along with Theme 2) and Paper 3 (all themes)
4. Global business	This theme develops the concepts introduced in Theme 1. Students will develop an understanding of: • globalisation • global markets and business expansion • global marketing • global industries and companies (multinational corporations).	Assessed within Paper 1 (along with Theme 1) and Paper 3 (all themes)

Methods of assessment

Paper 1: Marketing and global business (35%)
Paper 2: Business activities, decisions and strategies (35%)
Paper 3: Investigating business in a competitive environment – using pre-released context document (30%)

All papers are examined at the end of the two-year course.

The department is located with a suite of dedicated classrooms and facilities that provide a first class learning environment for this subject. The department uses the extensive media coverage of business to put theory into context, and students are encouraged to explore and discuss the endless approaches available to firms when problem solving. Attention is paid to the need for coherent strategies and planning within the decision-making process. We take great efforts to make sure the theory is applied to reality. Currently lower sixth students are conducting Market Research and Marketing strategies for the new Café 37.

Beyond the Classroom

Learning in the classroom is compounded by a wide range of co-curricular experiences such as visits to and from businesses, visiting speakers and an opportunity to take part in local apprenticeship/work experience schemes. In addition to our usual co-curricular programme, the department organises visits to local firms such as Thatchers Cider, West Somerset Railway, EDF Energy and Tiki Surf Company.

Developing themselves outside the curriculum is a key theme within the department and students have the opportunity to take part in the BASE completion; where they run a firm for a day, and the Student Investor Challenge (where they manage a £100,000 porfolio).

Chemistry

OCR Chemistry A (H432)

The new OCR Advanced Chemistry course takes a content-led approach. It is designed not only to be a stand-alone qualification but also to give pupils an excellent preparation for degree courses in a variety of areas. It is structured in such a way to maintain interest, curiosity and enjoyment in the study of Chemistry through extensive practical work and supporting theory.

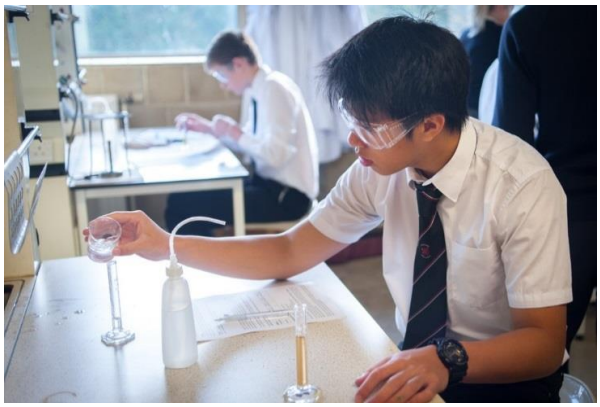
It suits those who enjoy a hands-on approach, those who wish to progress to further study of Chemistry or one of its many closely related sciences or those who wish to use it to support applications in other areas such as veterinary or medical sciences.

Pupils are encouraged to be critical in their approach and to apply intriguing ideas in a variety of areas taken from the three branches of Chemistry: Physical, Inorganic and Organic.

Chemistry at A Level is essential for Medicine, Medical Sciences, Dentistry, Veterinary Science, Environmental Science, Earth Sciences and Chemical Engineering. It is important for all Biological Sciences, Engineering and Quality Control. The analytical and problem-solving skills imparted, however, are welcome in almost any future discipline; it is a tribute to the skills and patterns of thought involved that Chemistry is welcomed by employers in all fields when deciding management posts.

In its own right Chemistry is interesting, exciting and thought-provoking. It explains so much about our world: foods, fibres, pharmaceuticals, dyestuffs, cosmetics, fuels, pesticides and forensic analysis are just a few examples.

During Year 12 & 13, our pupils will be given the opportunity to take part in the prestigious Chemistry Olympiad and the Cambridge Chemistry Challenge. These competitions help to stimulate further interest in the subject and to concentrate the thoughts of pupils as they begin the process of applying to University.



Content Overview	Assessment Overview	
Content is split into six teaching modules: Module 1 – Development of practical skills in chemistry Module 2 – Foundations in chemistry Module 3 – Periodic table and energy Module 4 – Core organic chemistry Module 5 – Physical chemistry and transition elements Module 6 – Organic chemistry and analysis Component 01 assesses content from modules 1, 2, 3 and 5. Component 02 assesses content from modules 1, 2, 4 and 6. Component 03 assesses content from all modules (1 to 6).	**Component 01:** Periodic table, elements and physical chemistry (01) 100 marks 2 hours 15 minutes written paper	37% of total A level
	Component 02: Synthesis and analytical techniques (02) 100 marks 2 hours 15 minutes written paper	37% of total A level
	Component 03: Unified chemistry (03) 70 marks 1 hour 30 minutes written paper	26% of total A level
	Component 04: Practical Endorsement in chemistry (04) (non-exam assessment)	Reported separately

Pupils must complete all components (01, 02, 03 and 04). The first three of these are written papers which will be sat at the end of Year 13. The final component is the practical endorsement which will be assessed by class teachers and will not be graded. If students pass, it will be reported on their exam certificate. Practical activities are embedded within the learning outcomes of the course to satisfy the requirements of the practical endorsement (04), as well as enhancing learners' understanding of chemical theory and practical skills in preparation for the written papers. All components include synoptic assessment.

Chemistry is a hugely rewarding and challenging course but experience suggests that you will only be comfortable with the requirements of the course if you achieved an A grade or higher at GCSE or IGCSE. The mathematical requirements mean that a good grade in GCSE Mathematics is also needed. A committed, energetic and organised approach must be adopted throughout the course if success is to be achieved. It is a subject that rewards sustained effort.

A summary of the content of each module is shown below:

Module 1 – Development of practical skills in chemistry • Practical skills assessed in a written examination • Practical skills assessed in the practical endorsement	**Module 4 – Core organic chemistry** • Basic concepts • Hydrocarbons • Alcohols and haloalkanes • Organic synthesis • Analytical techniques (IR and MS)
Module 2 – Foundations in chemistry • Atoms, compounds, molecules and equations • Amount of substance • Acid–base and redox reactions • Electrons, bonding and structure	**Module 5 – Physical chemistry and transition elements** • Reaction rates and equilibrium (quantitative) • pH and buffers • Enthalpy, entropy and free energy • Redox and electrode potentials • Transition elements
Module 3 – Periodic table and energy • The periodic table and periodicity • Group 2 and the halogens • Qualitative analysis • Enthalpy changes • Reaction rates and equilibrium (qualitative)	**Module 6 – Organic chemistry and analysis** • Aromatic compounds • Carbonyl compounds • Carboxylic acids and esters • Nitrogen compounds • Polymers • Organic synthesis • Chromatography and spectroscopy (NMR)

Classical Civilisation

Classical Civilisation A Level is a course which enables students to explore various aspects of the humanities in relation to the Greek and Roman world, developing skills of literary analysis, historical investigation and art appreciation, to name but a few. Students are often attracted by the variety of the subject, as well as the study of cultures which have long fascinated those looking back at them and holding them up as a mirror to our own society.

We teach the OCR syllabus, which is in its second year as a reformed qualification. All assessment is in three papers sat at the end of Year 13, which are outlined in the table below:

Module Title	**Value**	**Paper Length**	**Content**
The World of the Hero	40 %	2 ½ hours	Homer's *Iliad* (selected books): the first piece of Western literature, detailing the wrath of the hero Achilles, and its devastating effects on the Greeks and Trojans. Virgil's *Aeneid* (selected books): the epic journey of the hero Aeneas from the ruins of Troy to Italy, to found the Roman race.
Culture and the Arts: Imperial Image	30%	1 ¾ hours	How Augustus, the first Emperor, used art, architecture, literature and propaganda to cement his place as sole ruler after 450 years of Rome being a Republic.
Beliefs and Ideas: Democracy and the Athenians	30%	1 ¾ hours	How Athens developed from a divided and unequal society into the world's first democracy, and how this radical and direct democracy worked, including its benefits and potential flaws.

'On these [Romans] I place no limits of space or time. I have given them an Empire without end.'

(Virgil, Aeneid)

'Always be the bravest, and best, and excel over others.' (Homer, Iliad)

Students are taught by two members of the Classics Department for each year of the course. For each module, they engage with and evaluation the ancient sources, whether written or visual, and are encouraged to draw their own conclusions, based on reasoned analysis. Many of our pupils go on to study Classics or Ancient History at degree level, and the skills that the subject teaches, of close focus on detail, whilst maintaining a view of a larger picture, are highly valued by employers in a wide range of careers.

The department also offers pupils a range of options beyond the classroom. An undoubted highlight is the trip to Rome, to see the monuments and art that are a vital part of the Imperial Image module, as well as artistic representations of the myths from the *Iliad* and *Aeneid*. More locally, we take trips to the British Museum, performances of Classical plays, and lecture days at other schools and universities.

'We do not say that a man who takes no interest in politics is a man who minds his own business; we say that he has no business here at all.'

(Thucydides, History of the Peloponnesian War)

'*There is no better subject than Classics for anyone who is even remotely intellectually curious, and it's perfect for someone like me who gets bored easily and craves variety. I could pretend I was a philosopher whilst reading Plato, start heated political debates with friends after learning about the birth of democracy, and laugh out loud watching comedies by Aristophanes.*'

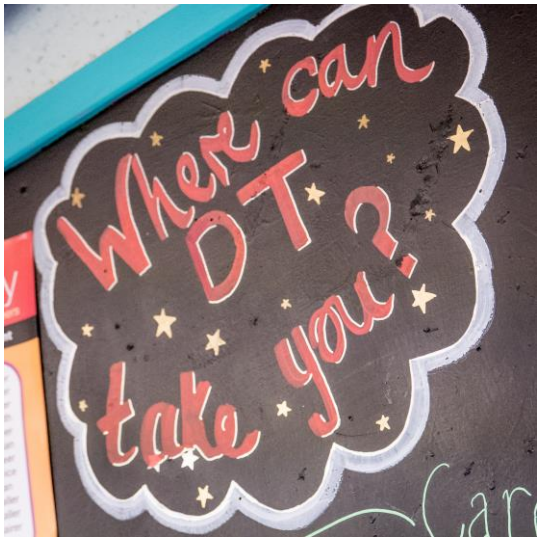
(Roberta Thompson, Director of Corporate Communications for Facebook)

Design and Technology

Have you ever wondered . . .

Have you ever wondered what designers actually do? Have you ever wondered how things move or work? Have you ever wondered how you can design products to be good for the environment? Have you ever wondered how a product continues to stay popular in the market place? Have you ever wondered how products are designed with the user in mind?

Design and Technology is an inspiring, rigorous and practical subject. We have chosen to work with OCR again as our examination board, and they worked closely with Higher Education and industry to ensure that the direction of the qualification supports progression beyond A level. There is a focus on ensuring the content reflects authentic practice, giving an insight into the way that creative, engineering and/ or manufacturing industries function. The specifications require you to apply mathematical and scientific knowledge, understanding and skills and reflects the importance of Design and Technology as a pivotal STEM subject.



Why choose A Level Design and Technology?

Inspiring a future in design and technology – Drawing on authentic design practice and contemporary technologies students will be free to explore design possibilities that excite and engage them, giving a strong foundation for further study and developing thinking and design skills that will support them in any future direction.

A focus on iterative designing – Students will learn to deliver their thinking and design skills through iterative design processes that allow them to ‘explore, create and evaluate’ following practices and strategies used by the creative, engineering and manufacturing industries.

Projects that offer so much more – The non-examined assessments at A Level are not only open in approach, they will also enable students to develop critical thinking and problem solving skills that give them confidence as individuals and a strong understanding of creativity and innovation that will equip them to design and manage the future. The project work undertaken will be a meaningful discussion piece for university and apprenticeship applications.

We have an excellently resourced department offering students the latest technology and we use industry standard software to enable them to design, make a test products to the highest levels.

We normally require students to have studied the subject at GCSE as there is a very natural progression to A level. Under some circumstances we may allow students to take the subject but that will be in consultation with the Head of Department and students will be required to undergo some form of testing before being accepted.

Many of our students go on to study design based courses which could be engineering based or more product design based.

Drama and Theatre Studies

Despite popular belief the new A Level in Drama and Theatre is both creatively and academically challenging. It is a subject that not only helps to develop key communicative and presentational skills that are looked fondly upon by Universities but it also provides students with an important set of practical skills and a deep and meaningful understanding of theatre through history.

As part of the course students will be involved in their own devised piece of theatre that will be based upon the study of an influential Theatre Practitioner. They will also perform a published play text for an external examiner. The practical and coursework element of the course makes up 60% of the overall grade. The final 40% is in the form of a written examination and therefore students considering this subject should feel comfortable with writing long essay responses under timed conditions.

Drama is an obvious choice for those wanting to pursue a career in the Theatre. However, it is also a very suitable qualification for those considering Law, Teaching or in fact any career that involves communicating effectively. There is also a route for a student more technically minded and we offer support with Lighting, Sound and Costume candidates.

The entry requirement for those wishing to study A Level is a grade 6 in GCSE Drama or English. But above all students should have an interest in Theatre as a live event and in Drama as an effective means of helping us to understand our lives and relationships. It presents an exciting opportunity to escape the restrictions of a desk bound textual study, combining an academic approach with a significant performance element.

Pupils will also perform a published play text for an external examiner. The practical and coursework element of the course makes up 60% of the overall grade. The final 40% is in the form of a written examination and therefore students considering this subject should feel comfortable with writing long essay responses under timed conditions.

Name	Content	Exam Type	
9DR0/01: Devising	Students create a live devised performance, using a published text as a stimulus and following the work of a influential practitioner. Performer and Design routes available.	Portfolio assessment and an internally assessed, final devised performance.	40%
1DR0/02: Performance from Text	A group performance/design realisation of one key extract from a performance text. Actor and Designer routes available.	Externally assessed practical examination.	20%
1DR0/03: Theatre Makers in Practice	1/Practical exploration and study of a complete text, focusing on how this can be realised for performance 2/A practical exploration and interpretation of two complete performance texts focusing on how this text could be explored. 3/ Live Theatre Evaluation, focussing on key performance and design elements.	Split into 2 x written examinations	40%

Economics

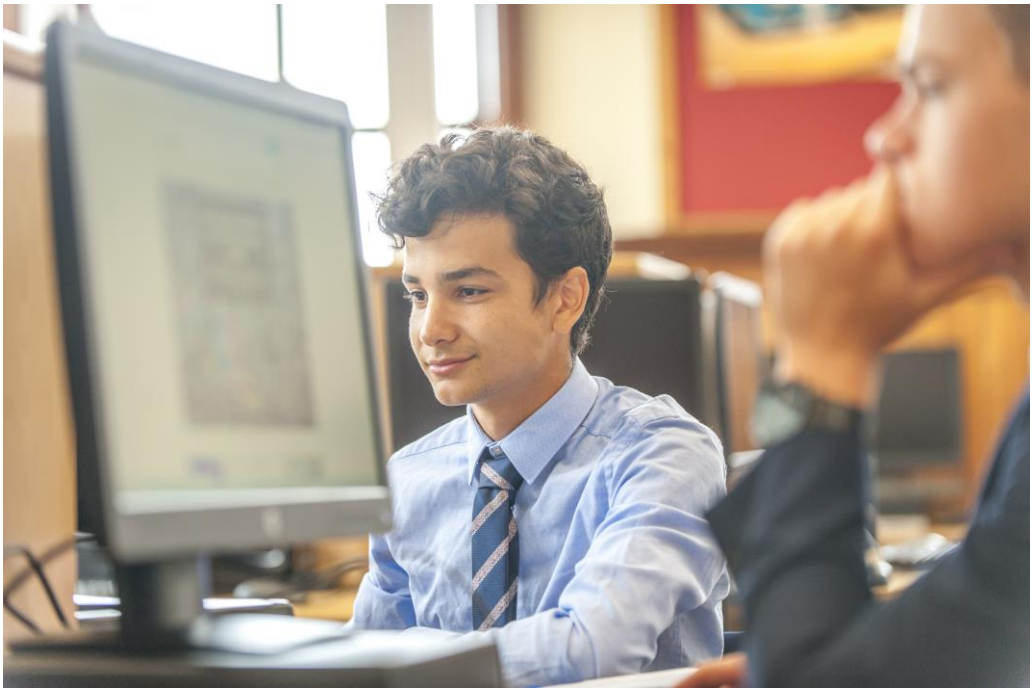
Edexcel

An unusually large number of people claim to be able to solve the nation's economic problems without ever having studied them. Few subjects are argued about so much on the basis of minimal knowledge. This subject offers you, therefore, real insight into the problems faced by individuals, groups, firms and nations in their management of the scarce resources of the world. A study of Economics is among the more difficult options at A Level, but it is highly respected for university entrance. It also gives rise to a vast array of career opportunities and for many of these the study of Economics is directly relevant. The subject rated as the highest average starting salary for graduates in 2017! The financial and business careers such as Management, Accountancy, Banking, Actuarial Science, work in international economic institutions, Marketing and Company Law are obviously in direct line, but there are many others for which Economics will be highly relevant and useful, including Engineering. There are many varied degree courses in Economics in all universities. It also forms around half of the subject matter of courses in Management Science.

Themes	Content	Assessment
1. Introduction to markets and market failure	This theme focuses on microeconomic concepts. Students will develop an understanding of: ● nature of economics ● how markets work ● market failure ● government intervention.	Assessed within Paper 1: microeconomics (along with Theme 3) and Paper 3 (all themes)
2. The UK economy, performance and policies.	This theme focuses on macroeconomic concepts. Students will develop an understanding of: ● measures of economic performance ● aggregate demand ● aggregate supply ● national income ● economic growth ● macroeconomic objectives and policy.	Assessed within Paper 2: macroeconomics (along with Theme 4) and Paper 3 (all themes)
3. Business behaviour and the labour market	This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of: ● business growth ● business objectives ● revenues, costs and profits ● market structures ● labour market ● government intervention.	Assessed within Paper 1: microeconomics (along with Theme 1) and Paper 3 (all themes)
4. A global perspective	This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of: ● international economics ● poverty and inequality ● emerging and developing economies ● the financial sector ● role of the state in the macroeconomy.	Assessed within Paper 2: macroeconomics (along with Theme 2) and Paper 3 (all themes)

Methods of assessment
Paper 1: Markets and business behaviour (35%)
Paper 2: The national and global economy (35%)
Paper 3: Microeconomics and macroeconomics (30%)

All papers are examined at the end of the two year course.



It is important to realise that in this subject there is ample scope for students to draw their own conclusions from evidence and therefore a good deal of discussion occurs. It is a science in so far as one follows scientific method, but an inexact one in so far as the laboratory is society and therefore very difficult to control for experimentation. This makes it intriguing and seldom a matter of just receiving a body of well established material.

Through a mixture of lectures, discussions, essays, classroom practical challenges, presentations and field visits such as the Bank of England and London Stock Exchange, students will develop their ability to work and think as economists. The department has created its own Fiscal competition with several local schools to replicate the infamous Bank of England's Target 2.0 competition in economic management and the Student Investor Challenge (enabling students to understand the mechanisms of the London Stock Exchange).

We do of course require the usual qualifications for sixth form entry and candidates must have English and Mathematics at GCSE (grade 6 recommended), with the exception that overseas students will not need English. Here it will be necessary to demonstrate enough ability to write sufficiently accurately for written examination answers. An interest in current affairs is an advantage and all students are advised

to regularly read the Broadsheets or suitable magazines such as the Economist. In addition to our usual co-curricular programme, the department organises dedicated national visits. In recent years this has included visits to London, Warwick University, Thatchers Cider, Hinkley Point and is planning an economics trip to the fastest growing economy in the world, China. The department this year also plans to organise a trip round regional businesses to gain a UK perspective and the possible impact of Brexit on them.

English Literature

"You develop the insight of an artist, the analytical precision of a scientist, and the persuasiveness of a lawyer' *– Professor Maureen Moran, Brunel University*

Though thoughts of a career may seem a long way away, there is one question you should ask yourself: 'do you see yourself pursuing a career involving people and/or communication?' If the answer to this is no, and you see yourself working in isolation on a remote island with only nature to commune with, perhaps you shouldn't read on. However, if you answered yes, you should seriously consider what an A Level in English Literature can give you. Studying English Literature is more than simply reading a text. It engages with ideas, psychology, philosophy, sociology, politics, cultural assumptions, gender, history, historical perspectives and different ways of reading and so much more.

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> *"What an astonishing thing a book is. It's a flat object made from a tree with flexible parts on which are imprinted lots of funny dark squiggles. But one glance at it and you're inside the mind of another person, maybe somebody dead for thousands of years. Across the millennia, an author is speaking clearly and silently inside your head, directly to you. Writing is perhaps the greatest of human inventions, binding together people who never knew each other, citizens of distant epochs. Books break the shackles of time. A book is proof that humans are capable of working magic." (*Carl Sagan, *Cosmos)*

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A Level English Literature is one of the most popular subjects with over 85,000 students studying it nationally. Why? Well, the skills you develop through the study of literature – skills such as analysis, incisive understanding of how language works and the ability to communicate confidently, orally and on paper – are pivotal in today's work place. Add to that a greater self-awareness and heightened empathy born of engaging with particular characters and situations, the A Level English Literature student also develops the 'softer' skills needed to understand, motivate and deal compassionately with people.

As any patient, client or team member will agree, there is more to a good doctor, lawyer, manager or leader than professional knowledge; it is people skills that turn 'good' to 'great'.

You might assume that A Level English Literature is simply an extension of your GCSE experience, full of essays and writing. Ask any of our current English Literature students and they will tell you this is most certainly not the case. For some the difference comes as a shock.

The A Level English classroom is a place of vibrant discussion and shared ideas, where texts are studied and explored in greater depth than at GCSE. Lessons are energetic and thought provoking. Whether it's society's attitudes to women and marriage, America's failure to live up to its dream or the experimental style of a contemporary novel, new ways of 'seeing' and 'reading' are developed in a warm and nurturing atmosphere. Your teachers use their excellent subject knowledge to guide discussion and encourage you to research independently so that you bring original thoughts to the texts. Through this you enter into a dialogue with some of the most influential thinkers and critics throughout history. It is this dialogue which can be the most rewarding aspect of studying English as you begin to find your own 'voice' and shape your unique interpretations.

Entry Requirements

Though enthusiasm, engagement and commitment are essential, students should ideally have two grade 6s at GCSE in English Language and English Literature. A love of reading is advisable.

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> *"When I look back, I am so impressed again with the life-giving power of Literature. If I were a young person today, trying to gain a sense of myself in the world, I would do that again by reading, just as I did when I was young."* (Maya Angelou)

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The Course

We study AQA A Level English Literature A (7712). The assessment is divided into three components, two of which are examined externally (80%) whilst the third is coursework (20%). You will study some of the most widely regarded writers in the history of English Literature as well as important writers from Norway and America.

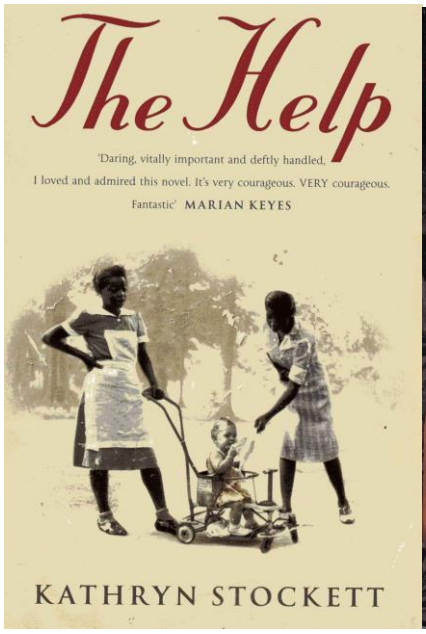
Paper One – Love Through the Ages (40%)

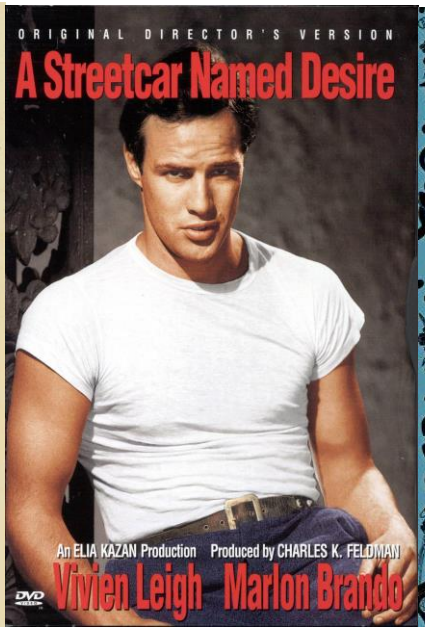
This component invites you to study some of the most 'influential' texts exploring the theme of love in English Literature.

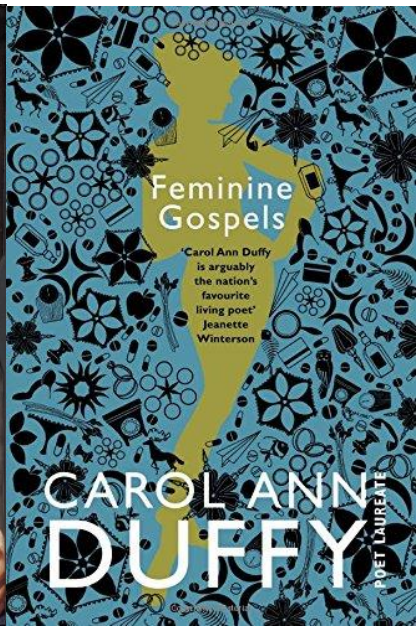
Othello – William Shakespeare
The Great Gatsby – F Scott Fitzgerald
Love Through the Ages – AQA Anthology

Paper 2 – Texts in Shared Contexts Option B: Modern Times: Literature from 1945 to the Present Day (40%)

In this component, students study the way that modern writers have explored the particular challenges facing those living after 1945. It is an excellent way of studying literature alongside cultural and social history.

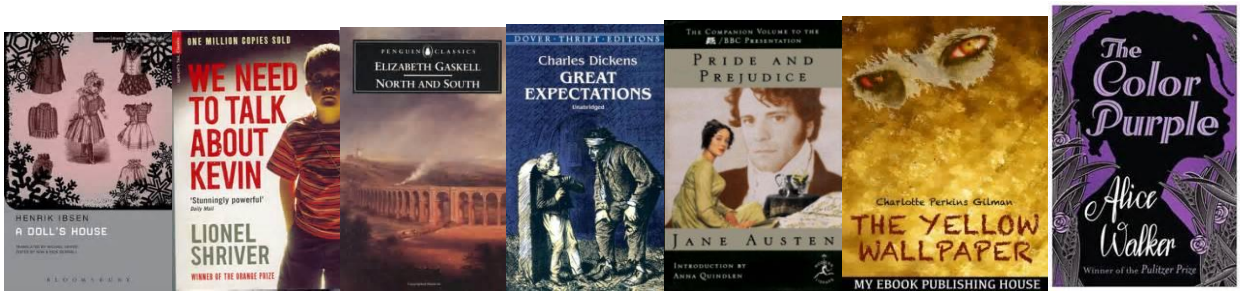






Non-exam Assessment: Independent Critical Study: texts across time (20%)

Students will write a comparative critical study of two texts, at least one of which must have been written pre-1900. It provides an excellent opportunity for students to choose texts they have a particular interest in. You could, perhaps, study crime fiction using *The Adventure of Sherlock Holmes* and comparing it to a modern crime writer. Or maybe you would prefer to compare two books written through letters.



French

A linear program with the new AQA exam syllabus

The A Level course in French seeks to develop a high level of communicative and linguistic competence. The skills of listening, speaking, reading and writing are integrated to enable the student to use the language for many purposes. This requires appropriateness of register in both spoken and written forms of the language, an understanding of the contemporary society and cultural background and the ability to process and respond to authentic sources, including radio, television and the press. Advanced study of French opens up opportunities for university study, either as a specialist subject or for elective modules. Students with language competence are being employed in an ever-increasing range of careers, including teaching, interpreting, export, import, secretarial, finance, banking, insurance, travel and tourism, leisure, journalism and the media, publicity and advertising, marketing, law and international organisations. The need for speakers of other languages is global. Industry and the professions are increasingly working across national borders, languages and cultures. There is a growing freedom of employment within the EU and Europe. The proposed new examination structure is detailed below.

Paper	Title	First Examination	Duration
Unit 1	Listening, Reading and Translation	June U6th	2 hours 30 minutes
Unit 2	Writing	June U6th	2 hours
Unit 3	Speaking	June U6th	25 mins + preparation time

For Unit 1 and 3 Students will focus their studies on aspects of French speaking society: current trends and issues. They will also look at the artistic culture and political life of the Francophone world. For Unit 2 the students will study one set text and one film. They will also engage in an extended research project on an aspect of the French speaking world that interests them. They will then present this in their Speaking exam. Students gain the required skills through a variety of teaching methods. Reading and writing are developed through grammatical exercises, written tasks and texts, many from the French press. Practice in the Listening Laboratory, each student having an individual machine, and oral work in class and with the language assistant affords opportunities to increase competence in the oral/aural skills. Two members of staff share the teaching, each with specific responsibilities. Students should have achieved grade 7 or above in GCSE French. The teaching staff is committed to giving help and advice and every opportunity is afforded to students wishing to greatly build upon their language skills. Past results have shown that with commitment students can achieve excellent results. Whilst clearly essential for those wishing to study languages at university, a modern language has often been well regarded by tutors of other disciplines, such as Law, Medicine and Veterinary Science. A modern language is an asset to students of all disciplines.

Geography

AQA Specification

"Where we come from, what we do, what we eat, how we move about and how we shape our future are all directly the province of the geographer. More than ever we need the geographer's skills and foresight to help us learn about the planet – how we use it and how we abuse it." – Michael Palin

Contemporary geography is a subject which explicitly engages with the relationship of human populations to each other over space and time and their relationship with the environment at a variety of scales from the local to the global.

The syllabus is designed to excite students' minds, challenge perceptions and stimulate their investigative and analytical skills. The subject content follows an issue and impacts approach through the course and beyond to link with the demands of higher level study.

A Level Geography bridges both the Arts and the Sciences, developing skills central to both and Geographers, with their wide skills base and analytical evaluative approach are much in demand by employers in many different fields.

The course content and structure is outlined below:

Component	Summary of Content	Assessment
Component 1: Physical Geography	Section A: Water and carbon cycles Section B: **either** hot desert environments and their margins **or** coastal systems and landscapes Section C: **either** hazards **or** ecosystems under stress **or** cold environments	Written exam: 2hours 30 minutes 96 marks 40% of A-level
Component 2: Human Geography	Section A: Global systems and global governance Section B: Changing places Section C: **either** contemporary urban environments **or** population and the environment **or** resource scarcity.	Written exam: 2 hours 30 minutes 96 marks 40% of A-level
Component 3: Geographical investigation	Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification.	3,000 – 4,000 words 35 marks 20% of A-level Marked by teachers, moderated by AQ

Fieldwork is an essential part of Geography and will be undertaken throughout the A Level course both locally, nationally and internationally, providing students with a vivid and real reminder of how we interact with the world. Those considering taking geography should have a real and genuine interest in the world around them and in how we impact upon it both positively and negatively over time.

German

A linear program with the new AQA exam syllabus

The course is designed to help students develop an understanding of the society, culture and heritage of the German speaking countries. Skills acquired at GCSE level are further developed to enable candidates to communicate clearly and imaginatively through the spoken and written word in a variety of registers. The spoken language too is explored in both formal and informal situations. Candidates will acquire a thorough lexical and syntactic foundation, extend their intellectual scope and develop their general study skills – thus preparing them to use the language in work, further study and leisure. It may be studied as a discipline in its own right or combined in any number of ways with other subjects at university and often opens the door to careers in business, manufacturing, banking and finance, health and community services, transport, public administration, education and international organisations.

Paper	Title	First Examination	Duration
Unit 1	Listening, Reading and Translation	June U6th	2 hours 30 minutes
Unit 2	Writing	June U6th	2 hours
Unit 3	Speaking	June U6th	25 mins + preparation time

For Unit 1 and 3 Students will focus their studies on aspects of German speaking society: current trends and issues. They will also look at the artistic culture and political life of the German speaking world. For Unit 2 the students will study one set text and one film. They will also engage in an extended research project on an aspect of the German speaking world that interests them. They will then present this in their Speaking exam. The department employs a variety of strategies in the acquisition of reading and writing skills and enjoys the benefit of a native German Assistent/Assistentin, who provides intensive speaking tutorials in which candidates are encouraged to explore their own particular interests as far as the speaking components of the exam are concerned. There are elements of the oral exams and topic papers which offer considerable potential for independent study. There will also be an opportunity to take part in a field trip to Germany's capital Berlin.

Grades 9 - 7 at GCSE level would indicate a firm foundation on which to build the A Level course successfully. The department at present enjoys an excellent record of results – with candidates being successfully prepared for Oxbridge on a regular basis. Above all the course attempts to be stimulating, relevant to the students' needs and enjoyable.

Greek

OCR Linear Syllabus

Those who have studied Greek to GCSE will recognise its place in the understanding of society, language and literature. It was Athens that gave us the concept of democracy, free speech and the potential of learning life's lessons from the pens of the poets. It is no surprise that so many modern politicians have a thorough grounding in Greek language and literature. Above all else, as an A level choice, it is fun, and marks the student out as a very interesting applicant to Classical and non-Classical degree subjects.

Paper and Value	Time	Content
1 (33%)	1 hour 45 mins	Unseen translation of Greek verse and prose passages into English
2 (17%)	1 hour 15 mins	Comprehension on a Greek passage, or prose composition
3 (25%)	2 hours	Prose Literature, tested by a mixture of short questions, translation, commentary and essay. Texts are from Thucydides' *Histories* and Plato's *Apology*
4 (25%)	2 hours	Verse Literature, tested by a mixture of short questions, translation, commentary and essay. Texts are from Homer's *Odyssey* and Sophocles' *Antigone*

Different parts of the course are taught by a different member of the Classics Department. Linguistic skills are built up from GCSE through the reading of different authors' styles and the practice of unseen translation and comprehension. Preparation is done out of class for literature lessons, and in class the texts are discussed and translated to an agreed version and the literary and cultural references are explored and noted. The range of discussion can roam widely from Greek theatre to modern political issues, via gods, heroes and monsters. Test and essay practice is given, reaching a crescendo before the June examinations. Classical conferences are attended, when relevant, and the department offers trips to Rome and other parts of the Classical world.

The course is accessible to all who have gained at least a grade 7 in GCSE Greek and who have enjoyed their study so far.

History

"If you don't know History, then you don't know anything. You are a leaf that doesn't know it is part of a tree." (Michael Crichton, author of *Jurassic Park*).

If you are enthusiastic about History, have bags of initiative, are prepared to find things out for yourself, to compile your own notes and edit articles and sources, to analyse source material critically and intelligently, to lead seminars and work in groups, to write at length, to engage in debate, to accept that nothing is certain and there is no such thing as an accepted version of the past - then read on.

History develops verbal and written communication skills to a very high level – these skills are highly marketable commodities in today's job market. History graduates can hope to find employment in many spheres of work, from journalism to human resources, whether in commerce or in industry, to law and advertising, the media or politics. History graduates like Jonathan Ross and Louis Theroux, Jeremy Bowen, Dermot Murnaghan, and Michael Palin are famous TV personalities, whilst David Sainsbury (CEO Sainsburys), Roland Smith (former Director of the Bank of England, Director of Manchester United), Anita Roddick (founder of the Body Shop), Anthony Hudson and Charles Smith (former CEOs of ICI) have all made their names in industry. Other celebrities such as the comedian Al Murray, the Hollywood actor Edward Norton and the pop star Shakira also have degrees in History. An A Level in History could be the first step on the road to fame or fortune and it certainly can be an invaluable asset as a preparation for university level study in a wide diversity of subjects. As a degree subject on its own, or in combination with another discipline, the possibilities are limitless.

The A Level course will provide an exciting challenge for any students who opt to study History. It will give students the opportunity to develop key skills in research, analysis and communication that are highly valued by Universities and employers alike.

Basic outline of topics studied:

Unit 1: Anglo-Saxon England and the Norman Conquest: Anglo-Saxon England 1035 – 1066, William of Normandy's invasion and the Battle of Hastings, William I and the consolidation of Norman rule in England, William I and the government and administration of England. The source-based enquiry looks at William II ('Rufus') and the consolidation of power and government, William II and the Church, the death of William II and the succession of Henry II.

Unit 2: Democracy and Dictatorship in Germany, 1919 – 1963: The establishment and development of the Weimar Republic in Germany, 1919 – 33, the establishment and development of the Nazi Dictatorship and its domestic policies, 1933 – 39; the impact of war and defeat on Germany, 1939 – 49, and a divided Germany: the Federal Republic (West) and the DDR (East), 1949 – 63.

Unit 3: Russia and its Rulers, 1855 – 1964: The nature of government in Russia from Tsar Alexander II to Nikita Khrushchev, the impact of dictatorial regimes on the economy and society of the Russian Empire and the USSR; impact of war and revolution on the economy and society of the Russian Empire and the USSR, and a study of Russia's empire, its nationalities and satellite states.

Topics studied in depth include Alexander II's domestic reforms, the work of the Provisional Government and Khrushchev in power.

Unit 4: Coursework: Students must produce a 3000 – 4000-word essay on a topic of their choosing (except the topics covered **in depth** in Unit 3). Unlike the other 3 units, the essays for Unit 4 are marked internally and then moderated by the exam board (all other units are marked externally).

Course structure:

Content Overview	Assessment Overview	
British period study and enquiry: **Unit 1:** Anglo–Saxon England and the Norman Conquest 1035–1107 (This unit includes a source-based enquiry on Norman England, 1087–1107)	British period study and enquiry (Y101–Y113) 50 marks 1 hour 30 minutes paper	**25%** of total A level
Non-British period study: **Unit 2:** Democracy and Dictatorships in Germany 1919–1963	Non-British period study (Y201–Y224) 30 marks 1 hour paper	**15%** of total A level
Thematic study and historical interpretations: **Unit 3:** Russia and its Rulers 1855 - 1964	Thematic study and historical interpretations (Y301–Y321) 80 marks 2 hour 30 minutes paper	**40%** of total A level
Topic based essay: **Unit 4:** Learners will complete a 3000–4000 word essay on a topic of their choice.	3000–4000 word essay (Y100/03 or 04) Non exam assessment 40 marks	**20%** of total A level

The introduction of these new courses may provide the opportunity for course-related study visits, ranging from trips to London and Hastings through to Berlin and even Moscow. These would however be subject to demand and availability of time within the academic year.

History is a very challenging discipline – it requires students to think critically, to develop arguments and to produce substantial notes and written work – organisation is therefore of great importance! However, if you have a passion for the subject and you are willing to work hard, you will benefit from excellent teaching and support within the History Department.

Latin

Widely acknowledged as one of the most disciplined modes of training for the academic mind, the study of Latin teaches logic, exactitude and problem solving, whilst also developing students' own use of language. This is also the study, through literature, of societies' ideas, and it provides its students with a deep understanding of our own society and of human kind. Latin offers a truly cultural education. As a degree course, Classics is still widely respected by employers and Latin fits well with degree courses in Modern Languages, English, History and even Sciences for one who wishes to show some individuality.

We follow the OCR syllabus, with A Level exams sat at the end of the second year of the course, in the following papers:

Paper and Value	Time	Content
1 (33%)	1 hour 45 mins	Unseen translation of Latin verse and prose passages into English
2 (17%)	1 hour 15 mins	Comprehension on a Latin passage, or prose composition
3 (25%)	2 hours	Prose Literature, tested by a mixture of short questions, translation, commentary and essay. Texts are from Cicero's *Philippics* and Apuleius' *Metamorphoses.*
4 (25%)	2 hours	Verse Literature, tested by a mixture of short questions, translation, commentary and essay. Texts are from Virgil's *Aeneid,* and Horace's *Satires*.

Each module is taught by a different member of the Classics Department. Linguistic skills are built up from GCSE through the reading of different authors' styles and the practice of unseen translation and comprehension. Preparation is done out of class for literature lessons and in class the texts are discussed and translated to an agreed version and the literary and cultural references are explored and noted. The range of discussion can roam widely from Roman law to matricide, heroism to stoic philosophy. Test and essay practice is given, reaching a crescendo before the examinations. Classical conferences are attended, when relevant, and regular trips are run to Rome and other parts of the Classical world.

The course is accessible to all who have gained at least a grade 6 in GCSE Latin and who have enjoyed their study so far. The topics provide a wonderful insight into a fascinating culture and society, and the academic rigour marks the student out as the possessor of a highly sophisticated mind.

Mathematics and Further Mathematics

Mathematics at A Level is an essential qualification for almost all careers in mathematics, science and engineering. It is also a highly sought after qualification for careers in business, finance, banking, economics, accountancy, insurance, architecture and design. Mathematics at A Level is an increasingly respected qualification for all undergraduate and postgraduate studies. Studying Mathematics helps to develop the sort of analytical, logical thinking skills and strategies so much in demand in management situations.

All students taking A Level Mathematics follow the Edexcel A Level specification. This new course contains two Pure Maths units and one Applied Maths unit. The units are assessed by three separate two hour papers at the end of the course. There are no exams at the end of the Lower Sixth year.

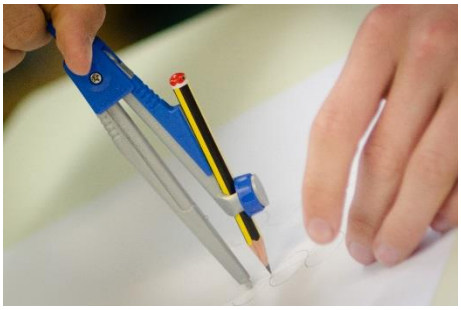
Further Mathematics at A Level is particularly valuable to students who wish to apply for competitive University courses in Mathematics, Physics, Engineering, Computer Science and occasionally Economics.

The A Level Further Mathematics course follows a similar structure to Mathematics with two compulsory Pure Maths units and then two further optional units. Students who study both Mathematics and Further Mathematics will sit the A Level Maths exam at the end of the Lower Sixth year and the A Level Further Maths exam at the end of the Upper Sixth year.

Beyond the curriculum, Sixth Form mathematics students participate in the UKMT Senior Maths Challenge and Olympiads. They are given opportunities to attend appropriate lectures hosted by various universities. They are also expected to attend the annual Tom Passmore Memorial Mathematics Lecture that is held at the school during the spring term.

Mathematics is not only studied by those students taking Sciences at A Level but also by students studying Languages, Arts, Humanities and Technology. Indeed, it can be studied with almost every conceivable A Level subject. However, those students wishing to study Mathematics will usually have achieved, or have been capable of achieving, a grade 7 at IGCSE or GCSE Higher Tier Mathematics. It should also be noted that very good algebraic skills are an essential prerequisite for success at A Level. Students wishing to study both Mathematics and Further Mathematics will usually have achieved a grade 8 or 9 at IGCSE and have studied towards Additional Mathematics or its equivalent. It may, with the agreement of the Head of Mathematics, be possible for students to study Mathematics and Further Mathematics as **one** of their four subject choices. Please contact the Head of Mathematics if this is of interest.

For those students who successfully complete the course, the prospect of high grades is excellent.



Music

Clear and coherent structure – the qualification has a straightforward structure with three engaging components, assessed through practical performances, compositions and one externally examined paper.

Provides a real music focus – the key content of musical elements, contents and language are taught through the Areas of Study and set work to show real examples of how these are used within different types of music

Holistic understanding of music – students investigate, analyse and evaluate music and its features. Building on this, and by using practical methods, they are encouraged to take a more holistic view of their knowledge, performance and compositional skills.

Breadth and depth – the set works enable students to conduct in depth studies into different musical styles and genres, and place these within a wider context

Diverse musical heritage – students will learn to perform, compose and appreciate different types of music, developing critical and creative thinking, cultural, aesthetic and emotional awareness, and the ability to make music individually and as part of a group.

Continuous progression - the content builds on the understanding developed at KS4, avoiding unnecessary repetition while also ensuring that learners new to the subject are appropriately supported.

Progression to Higher Education – the content allows students to develop their knowledge and skills of music, enabling them to progress into undergraduate music or music related degree courses

COMPONENT 1: PERFORMING (30%) – *externally assessed*

- A public performance of one or more pieces, performed as a recital.
- Performance can be playing or singing solo, in an ensemble, improvising or realising music using music technology.
- The total performance time across all pieces must be a minimum of 8 minutes.
- Performances must be recorded after 1 March in the year of certification and all materials for assessment submitted by 15 May in the year of certification.

COMPONENT 2: COMPOSING (30%) – *externally assessed*

- Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief.
- One composition must be from either a list of briefs related to the areas of study, or a free composition, carrying 40 marks for this component. This composition must be at least 4 minutes in duration.
- One composition must be from a list of briefs assessing compositional technique, carrying 20 marks for this component. This composition must be at least 1 minute in duration, unless the brief specifies a longer minimum duration.
- Total time across both submissions must be a minimum of 6 minutes.

COMPONENT 3: APPRAISING (40%) – *Written examination (2 hours)*

- Knowledge and understanding of musical elements, context and language.
- Application of knowledge through the context of six Areas of Study, each with three set works: *Vocal music, Instrumental music, Music for film, Popular music and Jazz, Fusions, New directions.*
- Application of knowledge to unfamiliar works.

Music Technology

Edexcel

A comprehensive course covering all aspects of music production which is assessed and taught over four main areas:

- **Live Recording** – all principles and techniques of studio recording and mixing.
- **Composition** – using live recording, sequencing and sampling to develop your own compositions.
- **Listening Skills** - knowledge of the principles and history of sound, recording, the development of popular music, and music production.
- **Production** – Practical skills in audio editing and manipulation.

Wellington School has a fully equipped Recording Studio and iMac Suite running Logic, Ableton Live, and Sibelius 8. Students will gain regular experience in studio recording as well as in running live sound for concerts and productions at the school.

An ability to play an instrument and/or sing, GCSE Music, and some experience in using software such as GarageBand or Logic are preferred but not essential.

Course Overview

Component 1: Recording

20% of the qualification: 60 marks

Content overview

Production tools and techniques to capture, edit, process and mix an audio recording.

Assessment overview

- One recording, chosen from a list of 10 songs provided by Pearson, consisting of a minimum of five compulsory instruments and two additional instruments, released on our website on 1st June in the calendar year preceding the year in which the qualification is to be awarded.
- Keyboard tracks may be sequenced.

- Total time must be between 3 minutes and 3½ minutes.
- Logbook and authentication form must be supplied.

Component 2: Technology-based composition

20% of the qualification: 60 marks

Content overview

Creating, editing, manipulating and structuring sounds to produce a technology-based composition.

Assessment overview

- One technology based composition chosen from three briefs set by Pearson released on our website on 1st September in the calendar year preceding the year in which the qualification is to be awarded.
- Synthesis and sampling/audio manipulation and creative effects use must be included.

Component 3: Listening and analyzing

Written examination: 1 hour 30 minutes: 25% of the qualification 75 marks

Content overview

Knowledge and understanding of recording and production techniques and principles, in the context of a series of unfamiliar commercial recordings supplied by Pearson.
Application of knowledge related to all three areas of study:

- Recording and production techniques for both corrective and creative purposes
- Principles of sound and audio technology
- The development of recording and production technology.

Assessment overview

This paper comprises two sections: A and B and all questions are compulsory.
One audio CD with the unfamiliar commercial recordings to accompany questions on the paper will be provided per student.

Section A: Listening and analyzing (40marks)–four questions, each based on unfamiliar commercial recordings supplied by Pearson (10 marks each).
Section B: Extended written responses (35marks)–two essay questions. One comparison question, which uses two unfamiliar commercial recordings from the CD (15 marks). The second essay uses the final unfamiliar commercial recording on the CD (20 marks).

Component 4: Producing and analysing

Written/practical examination: 2 hours 15 minutes (plus 10 minutes setting–up time)
35% of the qualification: 105 marks

Content overview

Knowledge and understanding of editing, mixing and production techniques, to be applied to unfamiliar materials provided by Pearson in the examination. Application of knowledge related to two of the areas of study:

- recording and production techniques for both corrective and creative purposes
- principles of sound and audio technology.

Assessment overview

This paper comprises two sections: A and B and all questions are compulsory.

- Each student will be provided with a set of audio/MIDI materials for the practical element of the examination, to include: audio files relating to three instrumental/vocal parts. A single MIDI file from which a fourth instrumental part will be created or synthesised.
- Students will correct and then combine the audio and MIDI materials to form a completed mix, which may include creating new tracks or parts from the materials provided.
- Section A: Producing and analyzing (85marks)–five questions related to the audio and MIDI materials provided that include both written responses and practical tasks.
- Section B: Extended written response (20marks)–one essay focusing on a specific mixing scenario, signal path, effect or music technology hardware unit.

Physics

A Level Physics course route A (7407/7408).

Physics aims to understand how the world of matter and energy functions on all scales from the behaviour of particles making up a single atom to the large-scale evolution of the universe. Students taking Physics in the Sixth Form will encounter the surprising and intriguing ideas embodied in Relativity and Quantum Theory. Applications in Astrophysics and High Energy Particle Physics excite the imagination whilst advanced study of Electromagnetic Fields, Mechanics and Waves lays a firm foundation for careers in Engineering and Technology. Physics teaches how a small number of key concepts can unify apparently diverse phenomena as well as developing skills in experimental method, application of number, analytical thinking and presentation of ideas. Physics at A Level is fundamental to any Physics or Physical Science course at university and is required for many degree courses in Engineering. As well as being a traditional complement to Mathematics at A Level, Physics is a widely respected supporting qualification for Medicine and would be favourably regarded as a contrasting course for those pursuing humanities subjects.

It encourages the kind of thought processes essential to potential careers in engineering and science. It involves a degree of learning by doing and so incorporates interesting and stimulating practical work. The course is self-contained with syllabus specific textbooks from Hodder, CGP and Nelson Thornes along with excellent syllabus specific CGP revision guides.

Practical is at the heart of science and we believe that Physics is fundamentally an experimental subject. This specification provides numerous opportunities to use practical experiences to link theory to reality and equip students with the essential practical skills they need in future studies.

Use of computers, particularly modelling using spreadsheets and data capture using data logging equipment, is essential and supported throughout. The physics department possesses its own suite of laptops, with data logging facilities, along with a professional standard Hydrogen Alpha Solar Telescope. Course structure is as follows:

Subject content for A Level 7408
Core content

- **1 Measurements and their errors**
- **2 Particles and radiation**
- **3 Waves**
- **4 Mechanics and materials**
- **5 Electricity**
- **6 Further mechanics and thermal physics**
- **7 Fields and their consequences**
- **8 Nuclear physics**

Options Modules – Astrophysics is the preferred taught option.

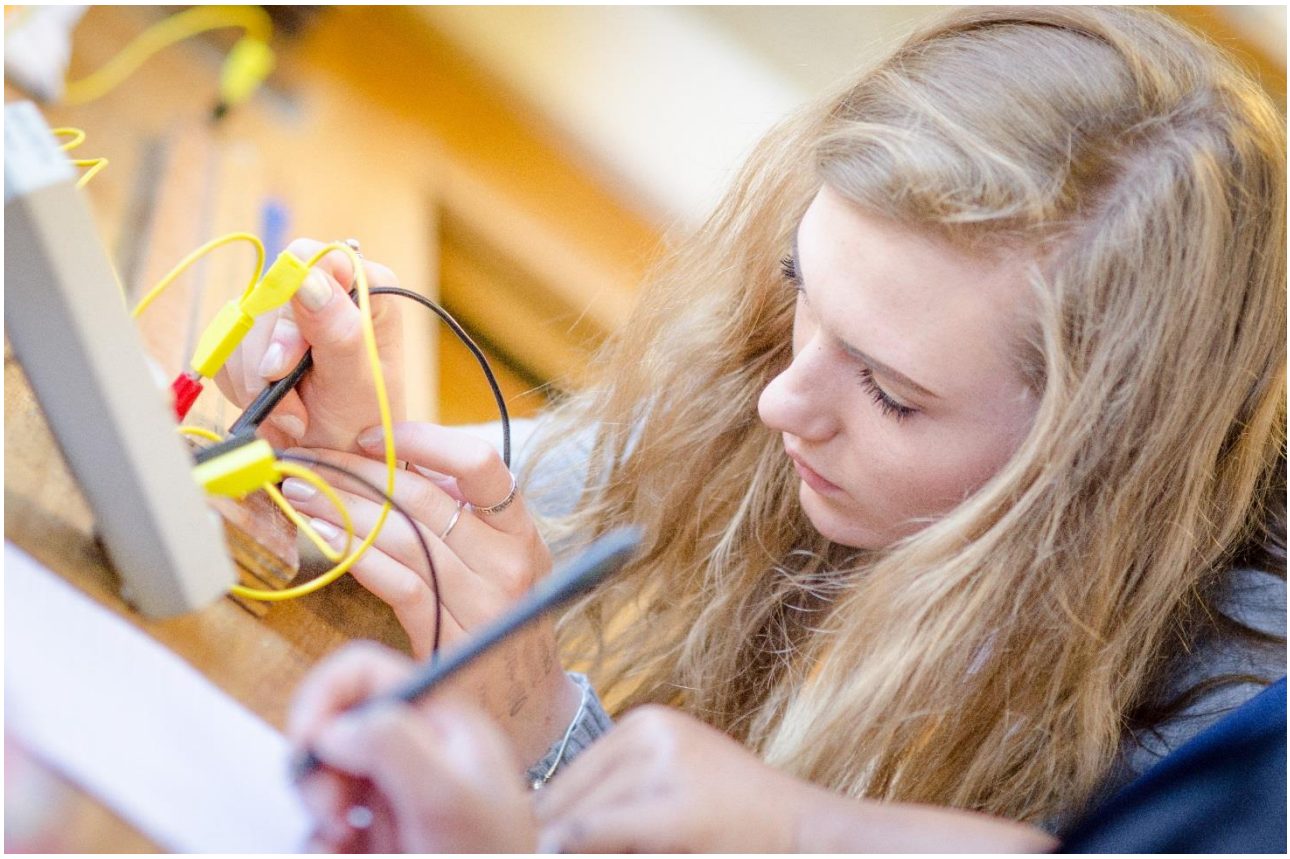
- **9 Astrophysics**
- **10 Medical physics**
- **11 Engineering physics**
- **12 Turning points in physics**
- **13 Electronics**

Physics A Level Course Modules 7408 **Consisting of three papers to be sat at the end of the course**
Paper 1: What's assessed Sections 1 to 5 and 6.1 (Periodic motion) Assessed • written exam: 2 hours • 85 marks • 34% of A-level Questions consist of 60 marks of short and long answer questions and 25 multiple choice questions on content.
Paper 2. What's assessed Sections 6.2 (Thermal Physics), 7 and 8 Assumed knowledge from sections 1 to 6.1 Assessed • written exam: 2 hours • 85 marks • 34% of A-level Questions consist of 60 marks of short and long answer questions and 25 multiple choice questions on content.
Paper 3. What's assessed Section A Compulsory section: Practical skills and data analysis Section B: Students enter for one of sections 9, 10, 11, 12 or 13 Assessed • written exam: 2 hours • 80 marks • 32% of A-level Questions 45 marks of short and long answer questions on practical experiments and data analysis. 35 marks of short and long answer questions on optional topic.

Students wishing to take Physics at A Level should have gained at least a grade 7 in iGCSE Physics or Double Award Science as well as in iGCSE Mathematics. Out-of-class activities focusing on university entry and extended research and investigations are provided for the faster pupils along with Isaac Physics and IRIS research opportunities. The parallel study of A Level Mathematics is preferred and those students not studying Mathematics at A level should speak with the Head of Physics. Physicists are wealth creating and physics is accessible, fascinating and fun.

The department offer top level lectures delivered by the Institute of Physics at Universities and the Bath Royal Literary and Scientific Institution of which we are an affiliated member. Annual visit to the **Diamond Light Source** which is the UK's national synchrotron science facility, located at the Harwell Science and Innovation Campus in Oxfordshire. All students are automatically entered to take part in the Physics Olympiad challenges in both Lower and Upper Sixth.

All A Level students will gain full access to the University of Cambridge Isaac Physics. Physics insight and understanding comes through doing physics, in particular solving problems. Isaac is an Open Platform for Active Learning (OPAL) designed to offer support and activities in physics problem solving that also offer mentor support schemes along with residential opportunities.



Psychology

- **Why do some people conform when others rebel?**
- **Do childhood experiences really have an influence on your character as an adult?**

If these are the kind of questions that interest you then you should consider taking A-level Psychology as one of your options.

Studying A Level Psychology will give you an understanding of the way people think and why people behave in certain ways. Interest in studying psychology has grown enormously in recent years and is now considered to be one of the most popular A Levels. Psychology is a fascinating subject to study and will prepare you for a very wide range of careers. Some of these careers will have clear connections with psychology but the subject also provides a useful training for a much wider range of career options including market research, social work, teaching, nursing, advertising, sales, media and broadcasting, personnel management and even the police and the Armed Forces!

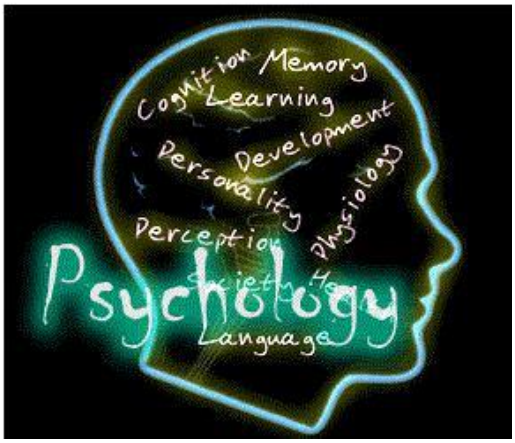
If you choose Psychology A Level you will gain a deeper knowledge and understanding of the subject and an appreciation of the scientific nature of psychology, along with analytical thinking skills, problem solving and experimental design skills.
Some of the topics studied during the two year linear course are:

- The role of social influence – conformity and obedience and its influence on social change.
- Memory – what is it, how does it work and what happens when it goes wrong?
- Attachment – animal studies, the effects of institutionalisation, early attachment in childhood and adult relationships.
- Biopsychology – nerve structure and function, endocrine (hormone) systems.
- Research methods – scientific process, data handling and statistical analysis.

(This list is not exhaustive but gives an indication of the types of topics and areas that you will have the opportunity to study)

The specification we will be following is AQA Psychology (7182) and more details can be found by using this link:

http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/introduction



Religion, Philosophy and Ethics

This course will extend a student's skills in using reasoned argument and critical thinking. Students will acquire an understanding of philosophy, a comprehensive knowledge of a major world religion, and will examine contemporary ethical issues. This type of thinking could be valuable for a career in law, politics, medicine, education, journalism and beyond. It will not only provide a basis for further study in philosophy, theology or religious studies at university, but is highly regarded as a traditional and rigorous A Level by all universities including Oxford and Cambridge.

The course has three components: Philosophy, Ethics and Buddhism. Each is assessed by a two hour exam at the end of Upper Sixth.

Philosophy
After a foundation in the study of ancient Greek philosophers Plato and Aristotle, students will be introduced to some of the most important problems in philosophy of religion, such as the exploration of arguments for the existence of God, the problem of evil, religious experience and religious language. Students will tackle excerpts of original works by such varied thinkers as Plato, Aristotle, Aquinas, Descartes, Hume and Dostoevsky.

Ethics
The ethics component of the course will require students to consider the nature of morality and what we mean when we talk about 'right' and 'wrong'. Pupils will explore the ethical theories of prominent philosophers such as Immanuel Kant and Jeremy Bentham and apply their theories to many modern moral issues including euthanasia and business ethics. Students will also explore the interesting field of meta-ethics which asks questions such as "what do we mean by 'good'?"

Buddhism
Pupils will gain an in-depth understanding of Buddhist beliefs and practices. There will be opportunities for students to meet scholars and adherents of Buddhism and immerse themselves in the fascinating philosophy, culture and tradition of a religion that is growing increasingly popular in the 'secular' west.

(Simone de Beauvoir – Philosopher)

(Rene Descartes – Philosopher)

Entry requirements: To do well in Religion, Philosophy and Ethics at A Level pupils need to have good skills in English literacy, to be happy reading around the subject and writing essays. A*-B GCSE grades in RS and English are preferable. The same success in other related subjects, such as History or Classics, would also be a good indicator of a pupil's ability to cope with the analysis and evaluation required by the course.

Other relevant information: The course will be taught by Mrs Sass-Shelling and Miss Davies, both of whom are subject specialists and will therefore be able to deliver a thorough and in-depth study of this fascinating subject. The course is assessed through 100% examinations.

Spanish

The A Level course will seek to develop the students' skills of analysis and evaluation of language through study of advanced grammar and its application to creative and stylistic writing, listening to authentic Spanish and Latin American extracts from current media sources and interpreting and retrieving information from them. There will be heavy emphasis on oral skills where students are expected to participate actively in group discussion and debates in Spanish. The topics treated here include society, literature, economy, politics, environment, history and geography, amongst others. Advanced study of Spanish at this level can open up opportunities for further university study as well as career opportunities in teaching, lecturing, tourism, export sales and marketing, international business management, journalism and finance. The language can be an extremely useful adjunct to vocational careers in medicine and law.

Paper	Title	First Examination	Duration
Unit 1	Listening, Reading and Translation	June U6th	2 hours 30 minutes
Unit 2	Writing	June U6th	2 hours
Unit 3	Speaking	June U6th	25 mins + preparation time

For Unit 1 and 3 Students will focus their studies on aspects of Spanish speaking society: current trends and issues. They will also look at the artistic culture and political life of the Hispanic world. For Unit 2 the students will study one set text and one film (or an additional set text). They will also engage in an extended research project on an aspect of the Spanish speaking world that interests them. They will then present this in their Speaking exam.

Classes are designed to be highly participatory and fully interactive. Virtually all teaching is conducted in the target language to enable students to boost their listening skills. Students benefit from teaching by two different teachers to enable them to appreciate and acquire different perspectives and teaching styles.

There is emphasis on self-directed study and research, especially with the new extended research project that is being introduced. We endeavour to provide a cultural visit or exchange for the Sixth Form students of the language. The department also has a Spanish native assistant who provides one to one oral tutorials on a weekly basis.

Students are expected to have achieved a grade 7 or above in GCSE Spanish to embark on the course. The course is immensely enjoyable and students will see the immediate benefits of being able to understand and be understood in a variety of advanced contexts and situations. Irrespective of choice of future university study, many admissions tutors and future employers view advanced study of a language as a demonstration of breadth of learning and adaptability.

So if you have enjoyed and been successful in your GCSE study of Spanish, don't abandon it – pursue it. Competence in Spanish at this level will certainly open up many doors and give you a competitive edge. I **Adelante todos!**

SPORT BTEC

Pearson National Diploma in Sport (Edexcel)

Do you have a passion for sport? Do you enjoy learning in a practical, hands on, interactive way?

The BTEC Sport programme of study is a two year course and is the equivalent of two A levels. Students choosing this programme would select one A Level to study alongside the BTEC.

Students will cover various units, 6 of which are mandatory and 3 of which are chosen appropriately; all units are listed below. The assessment style is an interesting mix of external and internal assessments, but include a variety of methods such as essays, case studies, video analysis, presentations, interviews and recordings.

Key skills that the course will develop are the use of critical thinking and problem-solving skills, intrapersonal skills when working with others in the group or in groups outside of school, and interpersonal skills, such as self-management, adaptability and self-monitoring. Much of the course requires independent learning, actively researching topics and being able to plan and present findings.

This course is an excellent base for a university degree in various sports related courses and very much prepares you for the independent learning required at the next level of higher education or employment. The course can lead onto a huge variety of courses including Sport Science, Sport and Exercise Psychology, Sport Conditioning, Sport Development and Coaching, or Sport Rehabilitation, as just a few examples.

BTEC Sport will create confident, independent thinkers and effective decision makers, who can operate effectively as individuals or as part of a team – all transferable skills that will enable learners to stand out and effectively promote themselves as they progress through life, whether that be through further/higher education or employment.

Universities recognise the BTEC qualification and Russell Group universities also accept BTEC students onto their courses.

Content overview	
Anatomy and Physiology	**External Exam**
Fitness Training and Programming for Health, Sport and Well-being	**External Set Task**
Professional Development in the Sports Industry	**Internal Assessment**
Sports Leadership	**Internal Assessment**
Investigating Business in Sport	**External Set Task**
Skill Acquisition in Sport	**Internal Assessment**
Application of Fitness Testing	**Internal Assessment**
Sports Psychology	**Internal Assessment**
Practical Sports Performance	**Internal Assessment**